

INTERNSHIP AT BILINGUALISM FOR PEACE OF THE UNIVERSITY OF
CORDOBA AT INSTITUCIÓN EDUCATIVA CRISTOBAL COLÓN

INTERNSHIP FINAL REPORT

JORGE LUIS OQUENDO LOAIZA



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

LICENCIATURA EN HUMANIDADES: INGLÉS

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CORDOBA AT INSTITUCIÓN EDUCATIVA CRISTOBAL COLÓN**

JORGE LUIS OQUENDO LOAIZA

Jorginho0719@gmail.com

**SUBMITTED IN FULLFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF ENGLISH TEACHER**

ADVISOR

Mag. MARTHA ELVIRA PAZ WECHEK

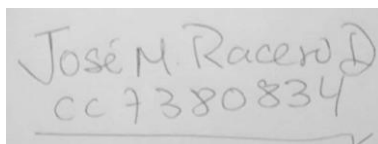
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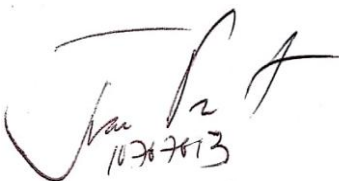
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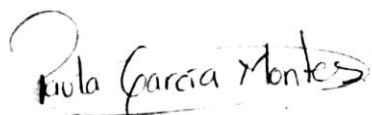
JUROR 1



JUROR 2



INTERNSHIP COORDINATOR



TRABAJOS DE GRADO COORDINATOR

I. ABSTRACT

This internship was conducted at Institución Educativa Cristobal Colón within the scope of the Bilingualism for Peace program. This internship had the purpose of giving me a real experience in teaching English to children as well improve students' communicative skills and values. Furthermore, this internship helped me to reflect about my methodologies while teaching as well as to understand that teaching English helps to promote values and citizenship. A set of pedagogical theories are shown in this report for making the teaching process more structured. These pedagogies are the core elements for the unit and lesson planning process and were implemented in the development of the class. To highlight, these pedagogies are closely related to the program alignments which are the promotion of values and citizenship. Additionally, a unit and a lesson plan are deeply described. Finally. The conclusions, the recommendation and limitations are portrayed.

KEYWORDS: Internship, Bilingualism for Peace, values, citizenship, education.

II. ACKNOWLEDGEMENTS

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INTRODUCTION

My internship was conducted at Institución Educativa Cristobal Colón, an official institution recognized by the Colombian Ministry of Education. During this time, I could experience positive situations in regards of the teaching profession as well as to reflect about my teaching methodologies. This school is located in the Colombian city of Monteria in the Northern region of the country. This school offers kindergarten, secondary, and high school levels for the people who live in its surrounding. Emphasizing on the facilities of the school, it is important to highlight that there were enough classrooms for the students, a food store, an audiovisual room, a big playground as well as multisports field. It is noteworthy to mention that the classrooms were big enough for conducting the class successfully. Students and teachers could easily go through the classrooms easily; therefore, students could carry out any activity which demanded them either moving or gathering with others.

My internship was carried out within the scope of Bilingualism for Peace program, an extension program of the Universidad de Córdoba, which aims to help the most vulnerable members of the Monteria's community to improve their English level. This internship was conducted in the Conversation level, which is the most advanced one of the program. There was only one conversation group made up of 31 students whose ages ranged from 11 to 14 years. It is important to mention that the schedule of this internship was on Saturdays from 7 a.m. to 12 p.m.

Most of the students of the level belonged to Cristobal Colón school since most of them live close to the school premises while some other students came from different schools near the area such as Institución Educativa Policarpa Salavarrieta. Most of the students had a good level of English because they were taught at their school and at the same time, they took 5 levels in the program. Nevertheless, some others were not ever taught English at their schools because of the lack of a proper English teacher in these schools as a consequence of having a reduced budget. Despite they were in the most advanced level, many of the students were not able to speak in class because of the fear of getting bullied by their peers. This internship had the purpose of setting a safe environment for developing students' speaking skills so that I decided to implement tasks in which the students work together and complement each other. Moreover, students were got motivated when they were asked to use their kinesthetic intelligence during class. Unfortunately, the internship could not be conducted completely as a result of the Covid19 pandemic which has threatened the health of the students and teachers. Considering that risk, the schools nationwide were shut down by the Colombian government until the threat of the virus disappears. However, the internship was conducted successfully by carrying out different activities such as the lesson planning, webinars, online micro courses, curricula reforms, and, etcetera.

My internship in the program of bilingualism was fruitful because I was able to be exposed to the day-to-day environment that a teacher must face. At the same time, I had the opportunity to reflect about my methodologies while teaching and making some arrangements on them. I also was able to understand the importance that ICT's have in the learning-teaching process in second language acquisition. Additionally, this internship has

made me rethink my role, as a teacher, in the process of learning as well as helped me to look up for new methodologies for teaching English.

This paper presents the most remarkable chapters of this project. Chapter 2 presents the pedagogical theories in which this internship was oriented. On the other hand, chapter 3 presents the methodologies adopted by the teacher while teaching at Bilingualism for Peace. Chapter 4 consists of the teaching experiences resulted from the internship. Chapter 5 details information related to the conclusions, recommendations to future interns in the program as well as the limitations while teaching.

1. PEDAGOGIES

This chapter aims to discuss about the main pedagogical theories in which this internship was based. These pedagogical theories were chosen considering the problems observed by the teacher in the teaching-learning process conducted at the Bilingualism for Pearce program at Institución Educativa Cristobal Colón in the Conversation level.

1.1. TASK-BASED LANGUAGE TEACHING (TBLT)

Task-Based Language Teaching is an approach which makes students learn by taking into consideration real-life situations to the learning environment. This approach demands the students manage the target language in order to solve real-life problems which makes the L2 a necessity. Long (1985 as cited in Nunan, 2004) suggests that “task is meant the hundred and one thing people do in everyday life, at work, at play, and in between” (p.89). considering what Long (1989) states, the connotation of task not only lies on a classroom setting activity, but it does lie on any activity which requires the use of the language for solving a specific problem regardless where it appears.

Nunan (2004) also states that

A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to

manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act. (p. 4)

Furthermore, Ellis (2003 as cited in Nunan, 2004) claims that

A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Considering Nunan's & Long's statement as well as Ellis', it can be summarized that a task is a work in which students are bound to use the language in a specific situation so as to solve a specific problem (meaningful) rather than using it for knowing grammatical structures (forms) and this work should be easily observable for being assessed and measured by the teacher who, it is important to mention, assumes a role of guider in the process.

A task consists of three main phases which are commonly known as the task cycle. The first phase of the task cycle is the pre-task; in this phase the students are instructed as well as the topic is presented for them to carry out the task properly. Nunan (2004) defines pretask as the phase in which the teacher "orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task." (p. 128) at this

point of the task, the teacher plays the role of a guider for students completing the task. The second phase of the task cycle is the task-proper or during-task phase.

Nunan (2004) describes this phase as the central part of the task cycle considering that it is in this phase when the students complete the task bearing in mind what they learnt in the pre-task phase (p.127).

Finally, there is the follow-up or language focus phase: this phase is about students present their outcomes to the rest of the class, receive feedback from teachers as well as they take useful language for them to develop the next task. The language focus phase can be better understood as the students “get a debriefing from the teacher, report the results of the task back to the class as a whole, and may receive corrective feedback from the teacher. This phase may also act as a segue into the pre-task phase of the next task cycle.” (Nunan, 2004: 127)

1.2. E-LEARNING

Currently, e-learning is used as an option to face-to-face education. This feature has been taking place since the number of students is increasing all the time so as to provide students with interactive content which has been proven to have a significant effect on the students’ learning process. (El-Seoud, Taj-Eddin, Seddiek, El-Khoyky, & Nosseir, 2014).

E-learning has been implemented worldwide in most of the international universities. According to Fee (2005 as cited in El-Seoud, et al, 2014) e-learning can be defined as any learning in which the use of internet or intranet is required. There are some other theorists who have stated their own definition of e-learning. For instance, e-learning can also be defined, in a general way, as “anything delivered, enabled, or mediated by

electronic technology for explicit purpose of learning.” (Cheng, K, 2006 as cited in El-Seoud, et al, 2014). Li (2009 as cited in El-Seoud, et al, 2014) states that the “e” of the word e-learning stands for “evolving, enhanced, everywhere, every time, and everybody” which directly reflects the advantages of e-learning in the educational field. E-learning has had a positive impact on the educational field since its implementation has allowed students exchange information and data in an easy way. (El-Seoud, et al, 2014).

1.2.1. Learning Management System (LMS)

Learning Management Systems (LMS) are software application integrated with the purpose of offering educational courses. The use of Learning Management System (LMS) has spread around the world and has gained fame as virtual environments that try simulating the face-to-face learning settings using information technology and virtual scenarios. When the LMS is used, the communication between students and teachers is done through technological devices. (Araújo-Júnior & Marquesi, 2009; Matucheski & Lupion, 2010). Learning Management System facilitates the online communication through technological devices with regard the exchange of information related to any course, also with LMS the sharing of materials is permitted, it most of the time is done by teachers and students, and when the material is submitted by teachers, the students receive it, and then they can return it back through the same platform. (Lonn and Teasley, 2009).

In a LMS, multiple resources, different languages and different technologies are included with the intention of giving the information in an organized way with the idea of achieving the principal purpose that in this case is the obtaining of learning through interaction. (Santos, 2003; Matucheski & Lupion, 2010). There is a great concern when

using LMS, and this is to build interaction and cooperative group work among students, so for that, teachers rely on sections Such a chat rooms, forums, blogs, video blogs, etc. (Souza, 2005; Sartori and Garcia, 2009).

1.3. AUTONOMY

The description of what autonomy really stands for is one of the most difficult ones to state in language learning since the conception of autonomy is subjective. Autonomy might be described as people getting more responsible and aware about their lives (Benson, 2001).

Taking into Benson's general definition (2001), autonomy in the learning process could be understood as people getting conscious and acquiring more responsibility over their learning inside and outside the classroom. In this matter, autonomy in the language learning process is about people realizing the importance of the purposes of what they are learning and the ways they want to learn it (Benson, 2001).

Considering these points of view, autonomy stands for some abilities and attitudes a person possesses and can develop in various stages and degrees throughout his/her life. There is a discussion about whether autonomy involves or not a "situational" element which is freedom to practice control over their own learning. (Benson, 2001).

There are several authors who state their conception of what autonomy is. For instance, Holec (1981) brings out that autonomy is the ability of taking charge of own's learning (setting the objectives, selecting the methods and techniques, motoring the progress, etc.). However, this ability is not innate, but it can be developed in the

individual's life. It is noteworthy to mention that Holec (1981) utters that autonomy is a very difficult topic to research about and suggests that it has to be studied prudently.

Nguyen (2012) writes an article in which he states that autonomy can be measured considering three main principles. Nguyen (2012) states that:

“The first principle is having a clearly defined notion of learner autonomy based on which any accounts of learner autonomy can be analyzed and measured. The second principle is looking at learner autonomy from a variety of points of view and employing both qualitative and quantitative methods to collect data as each can supply equally valuable, but different, data. The third principle is ensuring that the tools are carefully developed, piloted, and validated so they can do the best job possible. Multi-item questionnaires were used in this study to measure learner autonomy, so it is important to validate them to ensure that each item on a scale correlates with the other items and with the total scale score.” (p.53).

He says that it is important to have an operationalized definition of autonomy taking into consideration different points of view as well as he states that the researcher should use qualitative and quantitative data collection techniques for measuring it.

1.4. VALUE EDUCATION

Currently, the term “value” does not have a defined meaning since it depends closely to the subjectivity of who defines it. However, the term is commonly related to things that people consider “good” on their own such as love, truth, responsibility, loyalty, honesty, so on. (Halstead, 1996). Halstead (1996), in further considerations, defines the

term “values” as the principles, fundamental convictions, ideals, standards or life stances which act as general guides to behavior or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity. (p.13)

Values and citizenship education is an option that government worldwide have been implemented so as to promote national values, belief, social equality, democracy, and so on to make better societies. It is important to promote values in learners since these values are the reflection of a well+-educated society. Moreover, it is noteworthy to mention that students are given values from a set of different sources such as family, groups, religion, as well as political organizations. Halstead (1996) states that:

Values are central to both the theory of education and the practical activities of schools in two ways. First, schools and individual teachers within schools are a major influence, alongside the family, the media and the peer group, on the developing values of children and young people, and thus of society at large. Secondly, schools reflect and embody the values of society; indeed, they owe their existence to the fact that society values education and seeks to exert influence on the pattern of its own future development through education. (p.11)

2. METHODOLOGIES

The purpose of this chapter is to describe the methodologies that were applied in this internship. This section of the paper not only mentions the methodologies applied in this internship, but also mentions the context and participants whom I worked with.

Firstly, it is important to highlight that I worked with a group of conversation level in the frame of the Bilingualism for Peace program which is sponsored by Universidad de Córdoba. This group consisted of 31 students between the ages of 11 to 14 years. These students had different personalities; in one hand, some of them were extremely disruptive and talkative but, in the other hand, some others were shy and introverted. Considering those patterns of behavior, I decided to plan activities which they would consider interesting and at the same time, would help me to keep them on working so as to take control over those who had disruptive behavior as well as to encourage those who were shy to participate in the class.

Considering that I was working with the Conversation level, the most advanced level of the program, I was extremely focused on the development of the speaking and writing skills. The tasks that are portrayed in the lesson plans were oriented to fulfill and underpin that necessity. The topics were taken from the book “Guess What 6” which is used in this level. Furthermore, and not less important, I was really concerned with the promotion of values and the strengthening of citizenship taking into consideration that those alignments are core elements of the Bilingualism for Peace program. I always led my

students know that they were not only being taught a content subject, but also, they were being taught so as to be good citizens which would make a better society.

In some cases, I was forced to adopt a strict methodology since some of the students, as it was mentioned above, were outstandingly troublesome. Despite that, the classes could be carried out completely, and also, and not less important, the respect between students and teacher remained all the time therefore, the classroom environment was harmonious.

It is important to highlight that there were some aspects of segregation among my students in terms of knowledge since those who understood the topic better did not help others to understand the topic, in simple words, they did not interact with those who had troubles by understanding the topic. Considering that issue, I decided to plan activities which made them interact to one another. I always was concerned of embracing the values of tolerance, respect, friendship, love, resilience as well as the assertive communication. I always taught my students that we need each other because every human being has a unique quality that we can take for making ourselves better people.

In order to identify students' behavior as well as their learning styles, I decided to conduct a set of observations. I carried out this set of observations taking into account that observation "demonstrates-and over time can confirm-patterns of etiquette, political organization and leadership, social competition and cooperation, socioeconomic status and hierarchies in practice, and other cultural patterns that are not easily addressed or about which discussions are forbidden." (Schensul, S., Schensul, J., & LeCompte, M., 1999. p. 83). At the same time, I used observation to get information from students considering Schensul, S., et al, (1999) which state that observation is as

intellectual as well as an intuitive picture of how things are organized and the relationship of the population that is observed in a specific context (p. 83).

II.1. DUTIES CHART

| TYPE OF ACTIVITY | ACTIVITY NAME | DATE |
|------------------|--|---|
| Webinar | Sounds fun, looks right: engaging young learners with phonics | March 19 th , 2020 |
| Webinar | Online Teaching. Using the Cambridge LMS Tools I | March 20 th , 2020 |
| Webinar | Online Teaching. Using the Cambridge LMS Tools II | March 25 th , 2020 |
| Webinar | Making the most out of Cambridge One | March 27 th , 2020 |
| Webinar | Teaching Mixed Ability Classes | March 30 th , 2020 |
| Webinar | Enseñar en la virtualidad: Competencias y habilidades para Docentes en Ambientes Virtuales de Aprendizaje – AVA. | April 3 rd , 2020-April 13 th 2020 |
| Webinar | Preparing your students for Cambridge English Qualifications online | April 15 st , 2020 |
| Webinar | Resilience: teaching in tough times | April 21 st , 2020 |
| Units | Unidades de aprendizaje 1 y 2 | May 9 th , 2020 |
| Units | Unidades de aprendizaje 3 y 4 | May 23 rd , 2020 |

1. TEACHING EXPERIENCES

The experiences that resulted from my internship in the frame of the Bilingualism for Peace program were exceeding positive since I could, as I said before, understand how the teaching profession really looks like. It was fruitful taking into consideration that I could put into practice all the knowledge I have acquired at university; knowledge such as being able to deal with many students at the same time, teaching English without focusing on forms, making students feel motivated in class, teaching for creating a more educated society by making students better people as much I could, and etcetera.

Referring to the unit plans that I designed, they were aligned with the Basic Learning Rights (BLRs) suggested by the Colombian Ministry of Education. These BLRs were carefully selected taking into consideration the goals of unit. Likewise, performance indicators were closely related to the content and language functions that are stated in the unit. Hence, a set of activities, whose specific aim described. Finally, the unit plans utters a final activity which summarizes the knowledge gathered through the development of the activities. It is important to say that ICTs were used to create more auspicious learning environments.

3.1. UNIT PLAN EXPLANATION

This unit plan was designed taking into consideration the necessities of students which, in this case, is the development of students' productive communicative skills. For achieving that goal, the unit was designed with the Basic Learning Rights (BLRs) suggested by the Colombian Ministry of Education.

Similarly, the performance indicators of the unit (knowing, doing, being, and citizenship) were precisely chosen to respond to the content as well as the language functions students needed to know for carrying out the final task of the unit. It is important to highlight that it was necessary to make some adjustments to the performance indicators suggested by the suggested curriculum since they were not accurate for carrying out the unit goal. In this phase of the planning, I was really concerned in the acquisition of values as well as citizenship learning considering the main alignments of my internship and the Bilingualism for Peace program as well. In this time, students learn the importance of preserving natural resources by making them understand that those resources are the responsible for upholding life in Earth. Similarly, students are taught to keep on working on their own by looking up for accurate information related to the topic of interest and sharing it with peers.

3.2. LESSON PLAN EXPLANATION

Deepening on my lesson planning process, I would like to utter that I planned my classes taking into account that students used the language in an specific context (Task-based Language Teaching), I also focused the lessons on the promotion of values as well as the use of technology as an option for classes conduction considering the current scenario (Covid19 pandemic). The lessons that I planned consisted of 3 main instructional activities. Firstly, a warm-up for introducing the topic to the students or making them feel motivated. Secondly, the core activities which consisted of the main tasks, the explanation of the topic, and the presentation of the students' outcome. And thirdly, the closure which consisted of students' reflections about the classes as well as the recognition if weaknesses and strengths

students had. The lesson plan which is described here (see Appendix 2) shows these 3 instructional activities in the class:

| TASK/PROJECT/PROBLEM | Performance Indicators | Lesson Teaching Points |
|---|--|--|
| Students will present a poster in which they give specific information about their favorite planet making emphasis on the characteristic of that planet, the natural resources as well as fun facts about it. | Knowing: identify specific information about the planet of the solar system Doing: express both, oral and written their preferences about my favorite planet Being: respect partners' ideas and value group work Value assertive communication Citizenship: recognize the invaluable natural resources that make life in Earth possible. | The space: The planets of the solar system Planets, meteorite, star, black hole, nebula, spacecraft, and spacesuit. Air, oxygen, water, gravity, and so on. |

INSTRUCTIONAL ACTIVITIES

| Warm-up | Resources/Materials | Time |
|--|---|--|
| <ul style="list-style-type: none"> The teacher greets students at the beginning of the class The teacher is going to write the expression "Our Solar System" on the board and is going to ask the students what they have heard about it. After that, the teacher is going to ask the students to write down keywords related to the Solar System The teacher is going to ask the students to stand up for playing <i>Simmon Says</i> at the same time, the teacher is going to explain the game rules. The teacher is going to ask the students to wash their hands and keep distance from other people for avoiding the spread of the Covid19. The teacher is going to show students an infographic about how to keep yourself safe from the virus. | Marker | <ul style="list-style-type: none"> 15 minutes 15 minutes |
| <ul style="list-style-type: none"> Core activities The teacher is going to give the students a dice which has in every of its faces a word related to the space (e.g.; Stars, Asteroids, planets, black holes, so on) and they must | Google Classroom Video about the solar system Dice with words Color pencils Markers | <ul style="list-style-type: none"> 30 minutes 45 minutes 55 minutes 45 minutes 45 minutes |

| | | |
|--|---|-------------------|
| <p>define it by using keywords or drawing.</p> <ul style="list-style-type: none"> • The teacher is going to provide be each student with a worksheet. after that, the students are going to watch a video about the solar system such as the information of the planets, the fun facts, so on. The students are going to be asked to fill in the worksheet with the information requested using keywords. • The teacher is going to ask the students to look up for accurate information related to the topic online. After that, the teacher is going to ask the students to share the information they found with peers as well as the teacher using through Google Classroom for them receive feedback from the teacher. • The teacher is going to ask the students that they have to record a 2-minute video in which they design a poster presentation about a planet to which they would like to travel in space considering aspects such as the characteristics, natural resources, what the name means, fun facts, and so on. • The teacher is going to ask the students to write a reflection about why it is important to protect natural resources taking into consideration how those resources uphold life on Earth | <p>Pieces of cardboard Pictures Glue Scissors</p> | |
| <p>Closure</p> <ul style="list-style-type: none"> • The teacher is going to give the report of the observations the he finds necessary at the end of the class. In these observations, the teacher is going to give feedback to students about the performance of the class. Likewise, the teacher will make emphasis on individual aspects of the students' attitude toward the class, as well as the weaknesses, strengths, so on. The students will have an active participation in this process. | <p>Google Classroom</p> | <p>30 minutes</p> |

- **Task**

As it was stated above, students are asked to use the language in a specific scenario, in simple words, when they consider the use of the language an essential necessity to solve real-life problems. As it could be seen previously, the main task of the lesson demands students to use their productive communicative skills (speaking and writing), by the time, they have to present their poster through a video (outcome), obeying to the main goal of the unit as well as the BLRs uttered. By this time of the lesson, the students need to identify the vocabulary about the solar system (knowing), they need to know how to express what is their favorite planet which they would like to travel in space (doing), as well as to understand the importance of working in groups and protect natural resources (being and citizenship).

- **Warm up**

This part of the lesson is important since it helps the teacher to motivate students as well as to introduce the topic of the lesson. In this lesson plan, the warmup is divided into two activities; the first one, is an elicitation one which consists of making the students be involved in the topic to be learnt which is the solar system. The students are asked to brainstorm ideas about what the solar system is and what it is composed by.

On the other hand, teacher opts for implementing a game whose name is *Simon Says* in order to motivate the students to participate in class. This game also helps to integrate those who learn by doing things. Furthermore, and not less important, this game is thought to create a safe environment for students as well as to keep them free of stress.

- **Core activities**

In the main activities, the focus is to set a scenario in order to make students use the language for a specific situation (Task-based learning), and more specifically, to use their productive communicative skills (speaking and writing) for solving problems. In this time, the set of activities designed and described in the lesson plan, are intended to make the students get the lexical as well as syntax forms for carrying out the main task of the lesson.

Firstly, the activity which involves the dice has the objective of making students familiarize with the objects that exist in the open space such as stars, black holes, asteroids, nebulae, planets, and satellites. This activity is thought that the students create in their minds a visual context for making easier the acquisition of vocabulary. The second activity consists of a video that students have to watch for acquiring vocabulary as well as to get information about the topic in general. Moreover, the second activity reinforces students' listening skill therefore, students also improve their pronunciation.

Furthermore, third and fourth activities make part of the main task of the lesson. Here, the students are bound to look up for accurate information for they conduct the task. It is noteworthy to say that in phase on the lesson the students are autonomous since they are aware of their learning process (Benson, 2001). Additionally, students are asked to make a poster presentation which must be recorded in a video which shows the use of authentic language on the basis of the knowledge they acquired from previous activities of the lesson.

In the final task, students are asked to write a reflection about the importance of protecting the natural resources that our planet possesses taking into consideration what they learnt from the information about other planets of our solar system. In this phase of the unit, it can be observed that students put into practice the writing skill as well as the values and citizenship they learnt.

- **Closure**

The closure of the lesson plan is one of the most important parts in the class since, not only helps the teacher to see whether the students learn or not but, it also helps the students to understand and therefore, reflect about the strengths and weaknesses they have. Hence, the closure helps the teacher to understand, taking into account students' reflections, whether his/her methodologies are accurate for the learning styles of the students.

In this case, the teacher asks the students to write a reflection about the methodologies implemented in class. The students are asked to write down about what they consider their strengths and weaknesses in order to set objectives so as to work to overcome the weaknesses and improve the strengths. In addition, the closure also helps the teacher to mentions aspects related to the student's behavior and give feedback, too.

2. CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

It is well-known that being a teacher is as challenging as demanding profession which requires that person who chooses it a great commitment with the person who is being taught. My teaching experience in the Bilingualism for Peace program has made me reflect and understand how a good teacher can change someone else's life. My internship concluded by taking the most remarkable aspects of the students and comprehending the context in which the teaching process takes place. Furthermore, it is important to say that being a teacher does not necessarily either mean becoming egocentric and tyrannical in the classroom by punishing students or teaching a specific content forgetting about students' values and citizenship. Being a teacher means being able to guide the students to make the country a better place for them to live in.

I suggest to future interns of the program to motivate students to be better citizens every single day of their lives. I also recommend to the interns providing students a safe learning environment in which they can feel loved and respected by their peers. It is important to integrate all the students so as to let them see that they can acquire knowledge by the time they work in groups as well as to encourage them to be autonomous and responsible whenever, they need to carry out a task on their own. Additionally, I would like to emphasize on the necessity of implementing technological resources in the classroom since it is necessary to make the teaching and learning process more dynamic in order to overcome

unexpected situations that might hamper face-to-face classes such as the current pandemic caused by the Covid-19.

In conclusion, it is important that every teacher reflects about his/her practices while in the classroom so as to see whether they work or not but, the most important part that we, as teachers, should be concerned the most is to arrange whatever is necessary for making the students learn better. Those arrangements imply to start seeing the ICTs as an allied to achieve the goals we have already set. Likewise, it is remarkable that we, teachers, should stop seeing students as a *tabula rasa*, which only receive knowledge from us passively and making him/her more active and accountable for the learning process.

On the other hand, the limitations I came across in my internship process, was the lack of resources that the host school provided for carrying the classes out effectively. Even though, the school had several resources such as an audiovisual classroom as well as technological gadgets, it is noteworthy that most of the time these objects were unavailable for the English classes. Moreover, the classroom implements were comfortable neither for students nor the teacher considering that most of them were old and presented malfunctions.

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APPENDIXES

Appendix 1

| | | |
|---|----------------------------|----------------------|
| Headquarter: IE Cristobal Colón | Level: Conversation | Time: 10 hrs. |
| Module: 4. “A Journey through Our Solar System” (Units 7 and 8) | | |
| Goal(s): <ul style="list-style-type: none"> Identify and analyze the importance of taking care of our planet by understanding through a spatial convention the characteristics that sustain the life in our planet by likening Earth with other planets | | |

| BASIC LEARNING RIGHTS | LANGUAGE FUNCTIONS | PERFORMANCE INDICATORS |
|---|--|--|
| <ul style="list-style-type: none"> Understands general and specific information in a short narrative text regarding known topics that they found interesting Makes a short and simple narrative text, orally or in written way, which answers central questions such as <i>what? who? when? and where?</i> of an event Requests and provides information about plans in a clear and brief manner using his/her own information or information about familiar situations. | <ul style="list-style-type: none"> Ask and give information about future plans Talk about where they would to travel in space Ask and give information about the solar system Ask and give information about costumes, characters and entertainment at celebrations Make questions using <i>where, which, and who</i> | <ul style="list-style-type: none"> Knowing <ul style="list-style-type: none"> ✓ Identify events and anecdotes in short texts, both oral and written ✓ Recognize, both oral and written, the vocabulary related to the space and celebrations ✓ Identify words such as <i>where, which, that, who</i> to join clauses ✓ Identify words such as <i>where, which, that, who</i> to make questions ✓ Identify <i>be + going to</i> express to express plans in the future Doing <ul style="list-style-type: none"> ✓ Compare in English in some of the details about the physical characteristics and personality of their |

| | | |
|----------------|-------------------|--|
| | | <p>peers.</p> <ul style="list-style-type: none"> ✓ Respond in English to simple questions like what, who and where. ✓ Identify the general idea of text about the space and celebrations ✓ Understand short sentences, both oral and written, about the space and talent show supported by pictures. <ul style="list-style-type: none"> • Being <ul style="list-style-type: none"> ✓ Value members work ✓ Respect opinions of their peers ✓ Work with other in order to promote peace among the members of the community • Citizenship <ul style="list-style-type: none"> ✓ Create auspicious environments to promote peace among the members of his/her community ✓ Recognizes that the group work is the most effective mean for promoting peace in their community. ✓ Recognizes the invaluable amount of natural resources that sustain life in Earth |
| CONTENT | ACTIVITIES | MATERIALS AND RESOURCES |
| • VOCABULARY – | • Reading | • Cardboard |

| | | |
|--|--|--|
| <p>LEXICAL:</p> <ul style="list-style-type: none"> ✓ Astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the Moon, the Sun, Jupiter, Uranus, Neptune, Pluto, Uranus, Saturn, Venus, Mercury. ✓ Clown, costume, dancer, dragon, fireworks, float, amusement park, mask, musician, pirate. • GRAMMAR: ✓ Be + going to talk about future plans ✓ Relative pronouns where, which, and who to join clauses • EXPRESSIONS: ✓ They're going to travel ✓ They aren't going to see their families ✓ What are you going to do? ✓ Are you going to travel in a spacecraft? Yes, we are / No, we aren't ✓ The park where we had our parade ✓ The costume that I made ✓ My friend who lives on my street ✓ Is that your friend who lives in Spain? | <p>comprehension activities to make students acquire vocabulary</p> <ul style="list-style-type: none"> • Poster presentation to improve students speaking skills • Workshops to check student's grammar as well as acquisition of vocabulary • Writing short texts activities to make students express ideas • Roleplays to improve students' diction and pronunciation • Listening workshops • Spatial Convention | <ul style="list-style-type: none"> • Speakers • Videos • Audios • Video beams • Markers • Book Guess What 6! • Educaplays • Google Classroom • Computers • Eraser • Color pencils • Realia (if possible) |
|--|--|--|

Appendix 2

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT **TEACHER:** ___Jorge Luis Oquendo Loaiza___ **SCHOOL:** _IE Cristobal
Colón_____ **GRADE:** _Conversation Level _____ **HOURS/WEEK:** _5_ **UNIT TITLE:** A
Journey Through Our Solar System **LESSON DATE:**_____ **TIME:** 5 horas_____

| TASK/PROJECT/PROBLEM | Performance Indicators | Lesson Teaching Points |
|---|--|--|
| Students will present a poster in which they give specific information about their favorite planet making emphasis on the characteristic of that planet, the natural resources as well as fun facts about it. | Knowing: identify specific information about the planet of the solar system Doing: express both, oral and written their preferences about my favorite planet Being: respect partners' ideas and value group work Value assertive communication Citizenship: recognize the invaluable natural resources that make life in Earth possible. | The space: The planets of the solar system Planets, meteorite, star, black hole, nebula, spacecraft, and spacesuit. Air, oxygen, water, gravity, and so on. |

INSTRUCTIONAL ACTIVITIES

| Warm-up | Resources/Materials | Time |
|--|--|--|
| <ul style="list-style-type: none"> The teacher greets students at the beginning of the class The teacher is going to write the expression "Our Solar System" on the board and is going to ask the students what they have heard about it. After that, the teacher is going to ask the students to write down keywords related to the Solar System The teacher is going to ask the students to stand up for playing <i>Simmon Says</i> at the same time, the teacher is going to explain the game rules. The teacher is going to ask the students to wash their hands and keep distance from other people for avoiding the spread of the Covid19. The teacher is going to show students an infographic about how to keep yourself safe from the virus. | Marker Covid19 infographic | <ul style="list-style-type: none"> 15 minutes 15 minutes |
| <ul style="list-style-type: none"> Core activities The teacher is going to give the students a dice which has in every of its faces a word related to the space (e.g.; Stars, Asteroids, planets, black holes, so on) and they must define it by using keywords or drawing. The teacher is going to provide be each student with a worksheet. after that, the students are going to watch a video about the solar system such as the information of | Google Classroom Video about the solar system Dice with words Color pencils Markers Pieces of cardboard Pictures Glue Scissors | <ul style="list-style-type: none"> 30 minutes 45 minutes 55 minutes 45 minutes 45 minutes |

| | | |
|---|------------------|------------|
| <p>the planets, the fun facts, so on. The students are going to be asked to fill in the worksheet with the information requested using keywords.</p> <ul style="list-style-type: none"> • The teacher is going to ask the students to look up for accurate information related to the topic online. After that, the teacher is going to ask the students to share the information they found with peers as well as the teacher using through Google Classroom for them receive feedback from the teacher. • The teacher is going to ask the students that they have to record a 2-minute video in which they design a poster presentation about a planet to which they would like to travel in space considering aspects such as the characteristics, natural resources, what the name means, fun facts, and so on. • The teacher is going to ask the students to write a reflection about why it is important to protect natural resources taking into consideration how those resources uphold life on Earth | | |
| <p>Closure</p> <ul style="list-style-type: none"> • The teacher is going to give the report of the observations the he finds necessities at the end of the class. In these observations, the teacher is going to give feedback to students about the performance of the class. Likewise, the teacher will make emphasis on individual aspects of the students' attitude toward the class, as well as the weaknesses, strengths, so on. The students will have an active participation in this process. | Google Classroom | 30 minutes |

Appendix 3

| | | | |
|--|------------------|----------------------------|-------------------------------|
| Headquarter: | Cristobal | Level: Conversation | Time: 10 hrs. |
| Colón | | | |
| Module: 3. “It’s Time for the Planet” (Units 5 and 6) | | | |
| Goal(s): <ul style="list-style-type: none">Identify and describe in English activities such as camping and skills and abilities in order to promote peace in the members of their communities | | | |
| BASIC LEARNING RIGHTS | | LANGUAGE FUNCTIONS | PERFORMANCE INDICATORS |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Understands general and specific information in a short narrative text regarding known topics that they found interesting • Makes a short and simple narrative text, orally or in written way, which answers central questions such as <i>what? who? when?, and where?</i> of an event • Explains causes and consequences about a certain situation using an established model to make simple sentences orally or written. | <ul style="list-style-type: none"> • List the characteristics of the information technology • Talk about methods of communication • Ask and give information about activities people could do in the past • List different types of sources of energy and materials • Mention actions we should or shouldn't do to help the environment • Ask for activities people should do to protect the environment. | <ul style="list-style-type: none"> • Knowing <ul style="list-style-type: none"> ✓ Identify events and anecdotes in short texts, both oral and written ✓ Recognize, both oral and written, the vocabulary related to the environment and old gadgets ✓ Identify modals could and couldn't for talking about actions people were able to do in the past ✓ Identify modal verbs for making suggestions should and shouldn't • Doing <ul style="list-style-type: none"> ✓ Compare in English in some of the details about the physical characteristics and personality of their peers. ✓ Respond in English to simple questions like what, who and where. ✓ Identify the general idea of text about camping and talent show. ✓ Understand short sentences, both oral and written, about camping and talent |
|--|---|--|

| | | <p>show supported by pictures.</p> <ul style="list-style-type: none"> • Being <ul style="list-style-type: none"> ✓ Value members work ✓ Respect opinions of their peers ✓ Work with other in order to promote peace among the members of the community • Citizenship <ul style="list-style-type: none"> ✓ Create auspicious environments to promote peace the among the members of his/her community ✓ Recognizes that the grupo work is the most effective mean for promoting peace in their community. |
|--|---|---|
| CONTENT | ACTIVITIES | MATERIALS AND RESOURCES |
| <ul style="list-style-type: none"> • VOCABULARY – LEXICAL: <ul style="list-style-type: none"> ✓ Aluminum, cardboard, electricity, gas, glass, paper, plastic, solar power, water, wind power, and recycle. ✓ Dictionary, eBook, Email, encyclopedia, letter, magazine, newspaper, online game, text message, website. • GRAMMAR: <ul style="list-style-type: none"> ✓ Modals verbs for possibility could and | <ul style="list-style-type: none"> • Reading comprehension activities to make students acquire vocabulary • Poster presentation to improve students speaking skills • Workshops to check student's grammar as well as acquisition of vocabulary • Writing short texts activities to make students express | <ul style="list-style-type: none"> • Cardboard • Speakers • Videos • Audios • Video beams • Markers • Book Guess What 6! • Educaplays • Computers • Eraser • Color pencils • Realia (tent, backpack, waterbottle, so on) |

| | | |
|---|---|--|
| <p>couldn't</p> <ul style="list-style-type: none"> ✓ Modals for suggestion should and shouldn't • EXPRESSIONS: ✓ People could buy books in 1980 ✓ They couldn't buy e-books ✓ Could you play online games when you were young? Yes, I could / No, I couldn't ✓ We should use wind and solar power ✓ We shouldn't use a lot of electricity ✓ What should we do to reduce waste? We should use less paper | <p>ideas</p> <ul style="list-style-type: none"> • Roleplays to improve students' diction and pronunciation • Listening workshops • Environmental Day | |
|---|---|--|

RECUERDEN QUE LA PROGRAMACION DEBE ESTAR ENFOCADA A LOS TRES COMPONENTES BÁSICOS DEL PROGRAMA, LA ADQUISICION DE VALORES, CIUDADANIA E INTERCULTURALIDAD (Aceptar las diferencias)

Appendix 4

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - inglés
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT **TEACHER:** Jorge Luis Oquendo **SCHOOL:** I.E Cristóbal Colón
GRADE: conversation **HOURS/WEEK:** 5h **UNIT TITLE:** SAVING OUR WORLD
LESSON DATE: 07/03/2020 **TIME:** 5h

| TASK/PROJECT/PROBLEM | Learning outcomes | Performance indicators |
|--|---|---|
| As a final product, students will answer a quiz and make a letter for their dearest woman. | (Performance Indicators) At the end of the lesson students will be able to organize a real camp, use the language, recognize actions related to the topic and work in group. | Knowing: Identify specific information about camping. Being: Value group work. Doing: Plan a real camping. Learn: Practice the language with their partners. |

INSTRUCTIONAL ACTIVITIES

| Warm-up | Resources/Materials | Time |
|--|--|---|
| <ul style="list-style-type: none"> The instructor welcomes the students saying them Good morning and asking how are they? After this, they are going to do the usual physical exercise game with the teacher leading them. After that, teacher is going to ask about the last topic (Camping) some keywords are going to be written on the board and students must say the function of those. | <ul style="list-style-type: none"> Markers Eraser | <ul style="list-style-type: none"> 20minutes 10minutes |
| Core activities <ul style="list-style-type: none"> Then, instructor will invite learners to make a camping inside the classroom, the students with the teacher will bring objects related to the topic in order to make a real camping (this method is known as Realia). When the camp is organized some activities are going to be carried out. First, the teacher is going to give the next instructions. Students must enumerate themselves in order to make two groups. A map will be given to each group; with this they must carry out a "treasure hunt" looking for things that instructor hid. Second, instructor and students are going to do a small sharing with some food that both bring for the activity. At the same time students will practice vocabulary. Third, all people must clean the classroom and organize the chairs. When that have finished, learners have to take out a piece of paper because they are going to do a short quiz about the topic. | <ul style="list-style-type: none"> Realia (objects related to the topic). Map Food Paper Pencils erasers | <ul style="list-style-type: none"> 30minutes 30minutes 50minutes 10minutes 30minutes |
| Closure | <ul style="list-style-type: none"> Paper | |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Then, some pieces of paper are going to be given by the instructor to the learners. With that, they must do a beautiful letter with a message written in it; that letter will be for a special woman in students' life (it could be their moms, sisters, aunts, grandmas, friends, etc.) • A final reflection will be given by the teacher to the students talking about good and bad aspects of the class, this includes misbehaviors from their partners and so on. Learners can participate telling their opinions. | <ul style="list-style-type: none"> • Colors • Markers | <ul style="list-style-type: none"> • 60minutes • 30minutes |
|---|---|--|

ASSESSMENT:

- Verify if learners make the activities and learn the necessary vocabulary.
- Work in group.
- Participation.
- Evaluate learners' knowledge about the topic.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

OBSERVATIONS AND COMMENTS:

Formative Supervisor's Signature

Mentor's Signature

Date: _____



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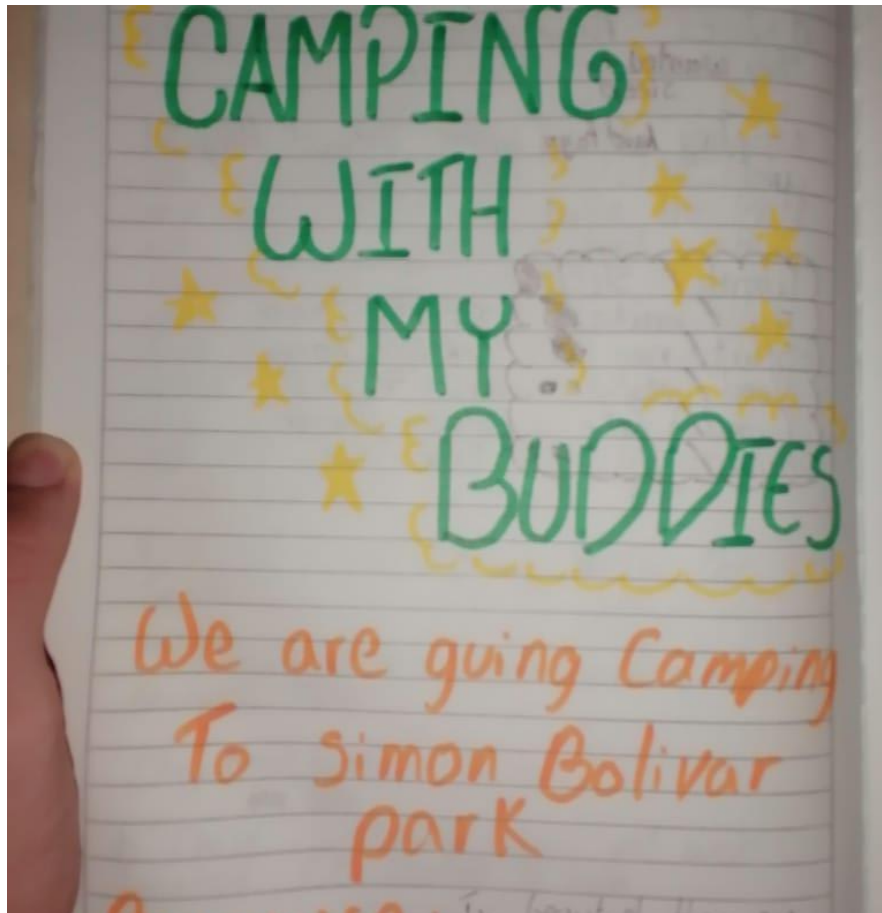
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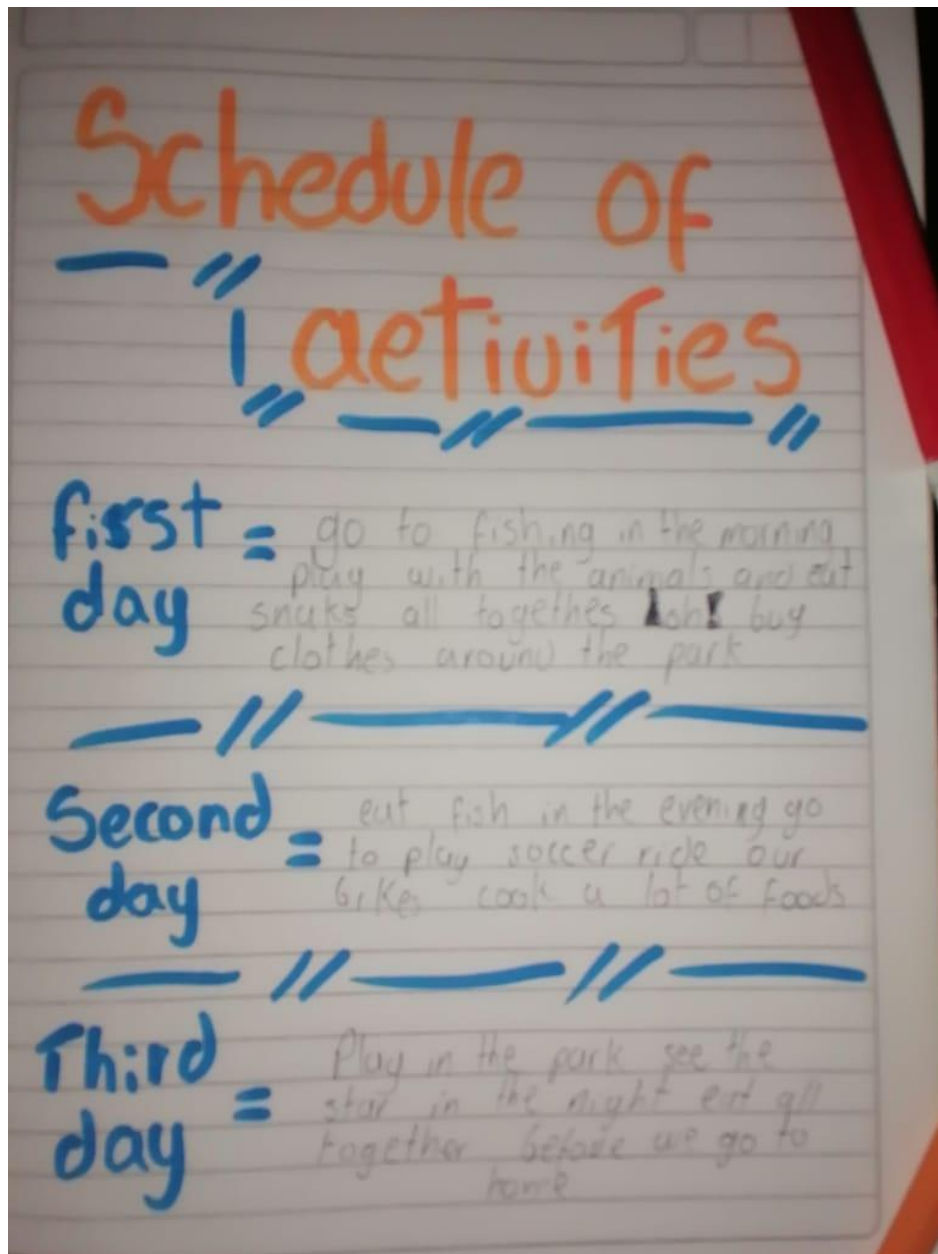
We highly recommend that you watch the webinar in Chrome.

Appendix 9



Appendix 10





Appendix 12



Appendix 13



Appendix 14



Bowl Plato de Sopa



Plat Platos



Sleeping bag Balsa de dormir



Cup baso

